

General English for University Students

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Foreword

General English for University Students is a course intended to provide undergraduate students with practice of the Basic English they need for their later academic studies. The textbook will lead the learners at the elementary level to the intermediate level of proficiency in English. As there is a widespread agreement among educators that a university student needs to improve his/her vocabulary and reading ability, the book meets their need by covering various strategies and techniques for better reading and comprehension. The complex structure of text at ESP (English for Specific Purposes) which the students will encounter later in their reading leads us to provide variety of activities as well as authentic and up-to-date passages for them.

Each lesson in this book starts with a warm-up activity. Students are to consider the question(s) carefully in advance and be ready to express their opinion. This will also check the readers' initial understanding and form a basis for classroom discussions to develop their comprehension.

Then comes the passage. The passages have been selected from modern English writings on a variety of useful topics to motivate the students of different fields of study and help them to grasp reading English texts and basic vocabulary as well as writing skill. Students are supposed to read the texts and check the vocabularies by a dictionary before attending the class; focus should be on using phonetic alphabet.

Study skills such as skimming, scanning, getting the meaning from the context, use of prefixes and suffixes in a meaningful context and analyzing text structure adds to the wealth of classroom activities.

The basic assumption behind composing the exercises has been that the subconscious process of learning a language is active when the learners mind is consciously occupied with challenging tasks which call for the use of language. So the exercises are designed to make the students frequently refer to the passage and focus on the context.

A complementary grammar section succeeds the reading and vocabulary to help students comprehend the structure of phrases, clauses, the units of meaning, compound and complex sentences. This will render them to elicit meaning from longer and occasionally confusing structures. The unit closes with some ideas for a classroom discussion which can also be used as an idea for writing a simple paragraph as an outside activity. Their writings can develop to an essay.

Razmjou 1394

Phonetic Alphabet

Vowels and diphthongs

- 1-/ɪ / such as sit/sɪt/
- 2-/ ɪ/ such as seat/si:t/
- 3-/ʊ/ such as book/bʊk/
- 4-/ü/ such as too/tü/
- 5-/æ/ such as man/mæn/
- 6-/e/ such as ten /ten/
- 7-/ʌ/such as cup/kʌp/
- 8-/ɒ/ such as got/gɒt/
- 9-/ɑ:/such as farm/fɑ:(r)m/
- 10-/ə/such as history/hɪstəri/
- 11-/ɜ:/such as her/hɜ:(r)/
- 12-/ɔ/ such as law/lɔ/
- 13-/aɪ/such as my/mɪ/
- 14-/ɔɪ/such as boy/bɔɪ/
- 15-/eɪ/ such as make/meɪk/
- 16-/ɪə/such as here/hɪər/
- 17-/eə/ such as hair/heər/
- 18-/ʊə/such as tour/tʊər/
- 19-/aʊ/ such as how/həʊ/
- 20-/əʊ/such as go /gəʊ/

Consonants

- 21- /ʃ/ such as she /ʃi/
- 22- /ʒ/ such as vision /vɪʒn/
- 23- /tʃ/ such as chat /tʃæt/
- 24- /θ/ such as three /θri/
- 25- /ð/ such as this /ðɪs/
- 26- /w/ such as well /wel/
- 27- /v/ such as very /veri/
- 28- /j/ such as yes /jes/
- 29- /ŋ/ such as sing /sɪŋ/
- 30- /dʒ/ such as just /dʒʌst/
- 31- /b/ such as bad /bæd/
- 32- /d/ such as dad /dæd/
- 33- /l/ such as lad /læd/
- 34- /f/ such as food /fu:d/
- 35- /g/ such as good /gʊd/
- 36- /s/ such as see /si/
- 37- /k/ such as kite /kɪt/
- 38- /m/ such as mud /mʌd/
- 39- /n/ such as net /net/
- 40- /t/ such as try /traɪ/
- 41- /h/ such as head /hed/
- 42- /p/ such as pet /pet/
- 43- /r/ such as red /red/
- 44- /z/ such as zoo /zu/

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